

### NCLB, AZ Learns and Career Ladder Component Comparisons

No Child Left Behind Component	Where to find it in the SIP	Career Ladder Components
The plan shall cover a <b>two-year</b> period, and	3. Measurable Objectives [Section B, Action Plan]	A..R.S.15-918 - Individual accountability: provisions for placement specific criteria and requirements for the demonstration of academic progress for placement at each level of the ladder. <b>Teachers shall be required to demonstrate increasingly higher levels of pupil academic progress for placement at the higher levels of the ladder. The use of various methods of assessment, which have been established by the district for the evaluation of pupil progress. A variety of evaluation procedures may be used depending on the grade levels and the academic disciplines involved. The evaluation shall also include documentation of the pupils' academic performance.</b> Teachers are required to submit an individual "action plan" with measurable objectives, aligned assessments, analysis of progress and evaluation of the plan.
(i) incorporate strategies based on <b>scientifically based research</b> that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy from the implementation of comprehensive school reform model that include the Eleven Components of Comprehensive School Reform;	2. School Improvement Plan Support	Teachers' plan for student progress incorporates the standards and implementation of strategies based on "best practices." These plans are preapproved. Core academic subjects are addressed, individually, where appropriate or as group incentives. Where group accountability exists, stakeholders must have input into group plans.

<p>(ii) adopt <b>policies and practices concerning the school's core academic subjects</b> that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year;</p>	<p>1. Nature of the Planned Reform includes a vision for reform, the elements of instruction, assessment, classroom management, professional development, school management, parental involvement, technology and curriculum alignment.</p>	<p>15-918: A goal of the Career Ladder Program is to attract and retain highly qualified teachers. <b>A Career Ladder Program means a program that establishes a multilevel system of teaching positions, provides opportunities to teachers for continued professional advancement, requires at least improved or advances teaching skill for advancement to a higher level and other components such as additional higher level instructional responsibilities and demonstration of pupil academic progress. Provisions exist requiring all teachers new to the district to be evaluated for the Career Ladder program. Placement of teachers is based on more than one measure of teacher performance incorporating the areas of instructional performance and student achievement.</b> Many career ladder teachers undertake leadership roles at the sites and/or at the district level. These roles could include participation in site councils, school improvement committees, technology coaching, curriculum committees, parent nights and various other commitments.</p>
<p>(iii) provide an assurance that the school will spend not less than 10 percent of Title I funds for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality <b>professional development</b> that:</p> <ul style="list-style-type: none"> <li>a. directly addresses the academic achievement problem that caused the school to be identified for school improvement;</li> <li>b. meets the requirements for professional development activities under section 1119; and</li> <li>c. is provided in a manner that affords increased opportunity for participating in that professional development</li> </ul>	<p>4. Professional Development [Section B, Professional Development]</p>	<p>15-918.8 <b>"The program shall include provisions for providing appropriate amounts and types of staff development for teachers and administrators on the requirements of the Career Ladder Program and assistance in improving instruction."</b> Many programs provide or support staff development trainings in Classroom Management, Peer Coaching, Study Groups, ESL Sheltered English, Technology, Assessment, Data Analysis, Cooperative Learning, Balanced Literacy, Six Traits of Writing and Reading, Essential Elements of Instruction, etc. A "trainer of trainers" model is utilized. The program also supports new teachers through New Teacher Orientation, Teacher Institutes and summer staff development. All teachers new to Career Ladder districts must be evaluated for placement. Site based staff development opportunities may be supported through resources, staff or career ladder funds.</p>
<p>(iv) specify <b>how the funds described in clause (iii) will be used to remove the school from school improvement status</b></p>	<p>4. Professional Development</p>	<p>Career Ladder Programs may allocate funds to support staff development, in the Individual Incentive and in the Site Incentives, if implemented</p>

(v) establish <b>specific annual, measurable objectives</b> for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress, meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year.	3. Measurable Objectives	A..R.S.15-918 - Individual accountability: provisions for placement specific criteria and requirements for the demonstration of academic progress for placement at each level of the ladder. Teachers shall be required to demonstrate increasingly higher levels of pupil academic progress for placement at the higher levels of the ladder. The use of various methods of assessment, which have been established by the district for the evaluation of pupil progress. A variety of evaluation procedures may be used depending on the grade levels and the academic disciplines involved. The evaluation shall also include documentation of the pupils' academic performance. Teachers are required to submit an individual "action plan" with measurable objectives, aligned assessments, analysis of progress and evaluation of the plan.
	1. Nature of the Planned Reform	
(vi) describe how the school will provide <b>written notice</b> about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand;	2. School Improvement Plan Support	
(vii) specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including <b>technical assistance</b> to be provided by the LEA;	6. External Technical Assistance [Section B, District (LEA) support]	Support staff for Career Ladder Programs may be involved in Support Teams, site facilitators assist in the implementation of School Improvement Plans
(viii) Include strategies to promote effective parental involvement in the school;	2. School Improvement Plan Support 7. Parent, Family, and Community Involvement	Career Ladder teachers may be involved in the training of parents through family math nights, literacy nights, Parents asPartners, etc.
(ix) incorporate, as appropriate, activities <b>before school, after school, during the summer</b> , and during any extensions of the school year; an	1. Nature of the Planned Reform	Tutoring before school, after school and during the summer and during any extension of the school year may be conducted by career ladder teachers undertaking a higher-level instructional responsibility. Teachers implement interventions as a part of plans of action to increase success for all students.
(x) incorporate a teacher mentoring program.	5. Teacher Mentor Program	Career Ladder programs offer mentoring programs for new teachers. New teachers are paired with veteran teachers who exhibit exemplary practices in their own classrooms. Mentors are dedicated to the field of education, foster professional development in their protégés and continue their own professional development. Mentors are reflective, patient, knowledgeable, skilled and willing to help others.